



# **Phased School Reopening Health and Safety Plan Template**

Each school entity must create a Health and Safety Plan which will serve as the local guidelines for all instructional and non- instructional school reopening activities. As with all emergency plans, the Health and Safety Plan developed for each school entity should be tailored to the unique needs of each school and should be created in consultation with local health agencies. Given the dynamic nature of the pandemic, each plan should incorporate enough flexibility to adapt to changing conditions. The templates provided in this toolkit can be used to document a school entity's Health and Safety Plan, with a focus on professional learning and communications, to ensure all stakeholders are fully informed and prepared for a local phased reopening of school facilities. A school entity's Health and Safety Plan must be approved by its governing body and posted on the school entity's publicly available website prior to the reopening of school. School entities should also consider whether the adoption of a new policy or the modification of an existing policy is necessary to effectively implement the Health and Safety Plan.

Each school entity should continue to monitor its Health and Safety Plan throughout the year and update as needed. All revisions should be reviewed and approved by the governing body prior to posting on the school entity's public website.

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### **Health and Safety Plan Summary**

- Facilities Cleaning, Sanitizing, Disinfecting and Ventilation
- Social Distancing and Other Safety Protocols
- Monitoring Student and Staff Health
- Other Considerations for Students and Staff

### **Health and Safety Plan Governing Body Affirmation Statement**

*This resource draws on a resource created by the Council of Chief State School Officers (CCSSO) that is based on official guidance from multiple sources to include: the Centers for Disease Control and Prevention, the White House, American Academy of Pediatrics, Learning Policy Institute, American Enterprise Institute, Rutgers Graduate School of Education, the World Health Organization, the Office of the Prime Minister of Norway as well as the departments of education/health and/or offices of the governor for Idaho, Montana, New York, Texas and Washington, DC.*

## Health and Safety Plan: Northern Lebanon School District

All decision-makers should be mindful that as long as there are cases of COVID-19 in the community, there are no strategies that can completely eliminate transmission risk within a school population. The goal is to keep transmission as low as possible to safely continue school activities. All school activities must be informed by [Governor Wolf's Process to Reopen Pennsylvania](#). The administration has categorized reopening into three broad phases: red, yellow, or green. These designations signal how counties and/or regions may begin easing some restrictions on school, work, congregate settings, and social interactions:

- The Red Phase: Schools remain closed for in-person instruction and all instruction must be provided via remote learning, whether using digital or non-digital platforms. Provisions for student services such as school meal programs should continue. Large gatherings are prohibited.
- The Yellow and Green Phases: Schools may provide in-person instruction after developing a written Health and Safety Plan, to be approved by the local governing body (e.g. board of directors/trustees) and posted on the school entity's publicly available website.

Based on your county's current designation (i.e., red, yellow, green) and the best interests of your local community, indicate which type of reopening your LEA has selected by checking the appropriate box in row three of the table below. Use the remainder of the template to document your LEA's plan to bring back students and staff, how you will communicate the type of reopening with stakeholders in your community, and the process for continued monitoring of local health data to assess implications for school operations and potential adjustments throughout the school year.

Depending upon the public health conditions in any county within the Commonwealth, there could be additional actions, orders, or guidance provided by the Pennsylvania Department of Education (PDE) and/or the Pennsylvania Department of Health (DOH) designating the county as being in the red, yellow, or green. Some counties may not experience a straight path from a red designation, to a yellow, and then a green designation. Instead, cycling back and forth between less restrictive to more restrictive designations may occur as public health indicators improve or worsen. This means that your school entity should account for changing conditions in your local Health and Safety Plan to ensure fluid transition from more to less restrictive conditions in each of the phase requirements as needed.

## Type of Reopening

### Key Questions

- How do you plan to bring students and staff back to physical school buildings, particularly if you still need social distancing in place?
- How did you engage stakeholders in the type of re-opening your school entity selected?
- How will you communicate your plan to your local community?
- Once you reopen, what will the decision-making process look like to prompt a school closure or other significant modification to operations?

**Based on your county's current designation and local community needs, which type of reopening has your school entity selected? (SELECT ONE BOX BELOW)**

- Total reopen for all students and staff (but some students/families opt for distance learning out of safety/health concern).
- Scaffolded reopening: Some students are engaged in in-person learning, while others are distance learning (i.e., some grade levels in-person, other grade levels remote learning).
- Blended reopening that balances in-person learning and remote learning for all students (i.e., alternating days or weeks).**
- Total remote learning for all students. (Plan should reflect future action steps to be implemented and conditions that would prompt the decision as to when schools will re-open for in-person learning).

**Anticipated launch date for in-person learning (i.e., start of blended, scaffolded, or total reopening): August 31, 2020**

The NLSD Instructional Plan and the Health and Safety Plan utilize different terminology when talking about levels. The Instructional Plan refers to the different options as Level I, Level II, and Level III. In the green phase, any of the Instructional Plan levels could be used. In the yellow phase, Level II or Level III could be used. In red, Level III would be used. NLSD understands that there is no perfect way to decide which level to return and continue school. The superintendent will monitor local cases and will communicate with the School Board when metrics indicate a possible change in level.

## Pandemic Coordinator/Team

Each school entity is required to identify a pandemic coordinator and/or pandemic team with defined roles and responsibilities for health and safety preparedness and response planning during the phased reopening of schools. The pandemic coordinator and team will be responsible for facilitating the local planning process, monitoring implementation of your local Health and Safety Plan, and continued monitoring of local health data to assess implications for school operations and potential adjustments to the Health and Safety Plan throughout the school year. To ensure a comprehensive plan that reflects the considerations and needs of every stakeholder in the local education community, LEAs are encouraged to establish a pandemic team to support the pandemic coordinator. Inclusion of a diverse group of stakeholders is critical to the success of planning and implementation. LEAs are highly encouraged to make extra effort to engage representatives from every stakeholder group (i.e., administrators, teachers, support staff, students, families, community health official or other partners), with a special focus on ensuring that the voices of underrepresented and historically marginalized stakeholder groups are prioritized. In the table below, identify the individual who will serve as the pandemic coordinator and the stakeholder group they represent in the row marked “Pandemic Coordinator”. For each additional pandemic team member, enter the individual’s name, stakeholder group they represent, and the specific role they will play in planning and implementation of your local Health and Safety Plan by entering one of the following under “Pandemic Team Roles and Responsibilities”:

- **Health and Safety Plan Development:** Individual will play a role in drafting the enclosed Health and Safety Plan;
- **Pandemic Crisis Response Team:** Individual will play a role in within-year decision making regarding response efforts in the event of a confirmed positive case or exposure among staff and students; or
- **Both (Plan Development and Response Team):** Individual will play a role in drafting the plan and within-year decision making regarding response efforts in the event of confirmed positive case.

Individual(s)	Stakeholder Group Represented	Pandemic Team Roles and Responsibilities (Options Above)
Gary Messinger, Jr	Superintendent/Parent/Athletics/Learning	Both
Bradly Reist	Administrator/Transportation/Consultation/Training	Both
Kelly Bastek-Jones	Administrator/Pupil Services/Special Services/Consultation/Training	Both
Mason Brehm	Director of Buildings and Grounds/School Spaces	Both
Leanne Martin	Director of Business	Both

	Affairs/Transportation/Special Services/Learning	
<b>Jennie Upton</b>	Teacher/Special Services	Health and Safety Plan Development
<b>Sean Goddard</b>	Building Maintenance/School Spaces	Health and Safety Plan Development
<b>Alyssa Fellows</b>	Transportation Director/Transportation	Health and Safety Plan Development
<b>John Confer</b>	Athletic Director/Middle School Assistant Principal/Athletics/School Spaces/Transportation	Health and Safety Plan Development
<b>John Rizzo</b>	Administrator/Parent/Transportation/Learning	Health and Safety Plan Development
<b>Chris George</b>	Teacher/Transportation	Health and Safety Plan Development
<b>Brian Campbell</b>	Teacher/Transportation	Health and Safety Plan Development
<b>Heather Palkovic</b>	Administrative Assistant/Parent/Transportation	Health and Safety Plan Development
<b>Karen Cunningham</b>	Parent/Transportation	Health and Safety Plan Development
<b>Wendy Reardon</b>	Administrative Assistant/Transportation	Health and Safety Plan Development
<b>John Rank</b>	Maintenance/Transportation	Health and Safety Plan Development
<b>Mike Marlowe</b>	Parent/Board Member/Transportation/School Spaces	Health and Safety Plan Development
<b>Robb Faller</b>	Board Member/Transportation	Health and Safety Plan Development
<b>Chris Fisher</b>	Parent/Bus Contractor	Both
<b>Kayla Perez</b>	Assistant Business Manager/Athletics/School Spaces	Health and Safety Plan Development
<b>Jen Hassler</b>	High School Principal/Athletics/Learning	Health and Safety Plan Development
<b>Rusty Wallace</b>	Parent/Coach/Teacher/Athletics	Health and Safety Plan Development
<b>Ronda Sowers</b>	Teacher/Coach/Athletics	Health and Safety Plan Development
<b>Jamie Byerly</b>	Parent/Athletics	Health and Safety Plan Development

<b>Tom Borcky</b>	Coach/Parent/Athletics	Health and Safety Plan Development
<b>Chris Fellows</b>	Administrative Assistant/Athletics	Health and Safety Plan Development
<b>Mike Daubert</b>	Grounds/Athletics	Health and Safety Plan Development
<b>Jeremy Stevens</b>	Athletic Trainer/Athletics/Consultation/Training	Health and Safety Plan Development
<b>Melissa McInerney</b>	Administrator/Special Services/Learning/School Spaces	Health and Safety Plan Development
<b>William Vogt</b>	Administrator/Special Services/Learning	Health and Safety Plan Development
<b>Cathi Stanakis</b>	Teacher/Special Services	Health and Safety Plan Development
<b>Lori Zerbe</b>	Teacher/Special Services	Health and Safety Plan Development
<b>Laura Bush</b>	Parent/Special Services	Health and Safety Plan Development
<b>Melissa Vogel</b>	Parent/Teacher/Special Services	Health and Safety Plan Development
<b>Janine Bevans</b>	Administrative Assistant/Special Services	Health and Safety Plan Development
<b>Chris Bruce</b>	Maintenance/Special Services	Health and Safety Plan Development
<b>Staci Murray</b>	Parent/Board Member/Special Services	Health and Safety Plan Development
<b>Barry Naum</b>	Parent/Board Member/Special Services/Learning	Health and Safety Plan Development
<b>Benjamin Wenger</b>	Administrator/Learning/School Spaces	Health and Safety Plan Development
<b>Tiffany Hogg</b>	Teacher/Learning	Health and Safety Plan Development
<b>Terry Barlett</b>	Teacher/Learning	Health and Safety Plan Development
<b>Stefan Wentling</b>	Teacher/Learning	Health and Safety Plan Development
<b>Joshua Wagner</b>	Teacher/Learning	Health and Safety Plan Development
<b>Megan Padovani</b>	Teacher/Learning	Health and Safety Plan Development
<b>Shen Kreiser</b>	Parent/Learning	Health and Safety Plan Development

<b>Laura Keiser</b>	Parent/Learning	Health and Safety Plan Development
<b>Cindy Hoerner</b>	Administrative Assistant/Learning	Health and Safety Plan Development
<b>Michelle Bucks</b>	Parent/Board Member/Learning/School Spaces	Health and Safety Plan Development
<b>Kristen Schaffer</b>	School Counselor/School Spaces	Health and Safety Plan Development
<b>Lisa Koval</b>	Teacher/School Spaces	Health and Safety Plan Development
<b>Michelle Rhoads</b>	Administrative Assistant/Parent/School Spaces	Health and Safety Plan Development
<b>Megan Bingaman</b>	Teacher/School Spaces	Health and Safety Plan Development
<b>Ann Hartman</b>	Administrative Assistant	Health and Safety Plan Development
<b>Trudy Hertzog</b>	Custodian/School Spaces	Health and Safety Plan Development
<b>Wendy Nolan</b>	Custodian/School Spaces	Health and Safety Plan Development
<b>Rob Best</b>	Director of Food Service/Metz/School Spaces	Health and Safety Plan Development
<b>Jeremy Palkovic</b>	Maintenance/Parent/School Spaces	Health and Safety Plan Development
<b>Wendy Flowers-Kline</b>	School Nurse/Consultation/Training	Health and Safety Plan Development
<b>Michelle Fure</b>	School Nurse/Consultation/Training	Health and Safety Plan Development
<b>Robbie England</b>	Parent/Consultation/Training	Health and Safety Plan Development

## Key Strategies, Policies, and Procedures

Once your LEA has determined the type of reopening that is best for your local community and established a pandemic coordinator and/or pandemic team, use the action plan templates on the following pages to create a thorough plan for each of the requirements outlined in the Pennsylvania Department of Education’s Preliminary Guidance for Phased Reopening of PreK-12 Schools.

For each domain of the Health and Safety Plan, draft a detailed summary describing the key strategies, policies, and procedures your LEA will employ to satisfy the requirements of the domain. The domain summary will serve as the public-facing description of the efforts your LEA will take to ensure health and safety of every stakeholder in your local education community. Thus, the summary should be focused on the key information that staff, students, and families will require to clearly understand your local plan for the



phased reopening of schools. You can use the key questions to guide your domain summary.

For each requirement within each domain, document the following:

- **Action Steps under Yellow:** Identify the discrete action steps required to prepare for and implement the requirement under the guidelines outlined for counties in yellow. List the discrete action steps for each requirement in sequential order.
- **Action Steps under Green:** Identify the specific adjustments the LEA or school will make to the requirement during the time period the county is designated as green. If implementation of the requirement will be the same regardless of county designation, then type “same as Yellow” in this cell.
- **Lead Individual and Position:** List the person(s) responsible for ensuring the action steps are fully planned and the school system is prepared for effective implementation.
- **Materials, Resources, and/or Supports Needed:** List any materials, resources, or support required to implement the requirement.
- **Professional Development (PD) Required:** In order to implement this requirement effectively, will staff, students, families, or other stakeholders require professional development?

In the following tables, an asterisk (\*) denotes a mandatory element of the plan. All other requirements are highly encouraged to the extent possible.

## Cleaning, Sanitizing, Disinfecting, and Ventilation

### Key Questions

- How will you ensure the building is cleaned and ready to safely welcome staff and students?
- How will you procure adequate disinfection supplies meeting OSHA and [CDC requirements for COVID-19](#)?
- How often will you implement cleaning, sanitation, disinfecting, and ventilation protocols/procedures to maintain staff and student safety?
- What protocols will you put in place to clean and disinfect throughout an individual school day?
- Which stakeholders will be trained on cleaning, sanitizing, disinfecting, and ventilation protocols? When and how will the training be provided? How will preparedness to implement as a result of the training be measured?

### Summary of Responses to Key Questions:

**In both the yellow and green phases, sanitation and disinfecting will be conducted in a similar manner. All cleaning products meet OSHA requirements and have MSDS sheets denoting their use and effectiveness in eliminating viruses. High traffic touch points (door knobs, handrails, light switches, etc.) in the buildings will be cleaned daily. High touch points in classrooms will be cleaned between classes. School busses will be cleaned twice daily. Hand sanitizer will be available in instructional spaces, entrances/exits, and common areas including outside for students and staff to use as needed. Eating spaces, whether in the classrooms in yellow or in the cafeteria in green, will be cleaned prior to the next group of students using the space.**

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<p><b>* Cleaning, sanitizing, disinfecting, and ventilating learning spaces, surfaces, and any other areas used by students (i.e., restrooms, drinking fountains, hallways, and transportation)</b></p>	<ul style="list-style-type: none"> <li>• Daily cleaning and disinfecting of furniture, high touch surfaces (door knobs, handrails, etc.), restrooms, hallways, and instructional spaces.</li> <li>• Turn off water fountains.</li> <li>• Hand sanitizer available in all classrooms and office areas, entrances/exits, and outside areas.</li> <li>• Classroom Disinfecting Protocols During School Day               <ul style="list-style-type: none"> <li>• Each instructional space will have disinfecting supplies available for desks and chairs throughout the day.</li> <li>• Shared desks/learning spaces will be disinfected between groups of students. Secondary students will disinfect their desk when arriving in the classroom. Elementary students will disinfect their desks twice daily with the assistance of teachers. Wipes containing hand sanitizer will be used to disinfect.</li> </ul> </li> </ul>	<p>Action Steps in Green Phase are the same as Action Steps in Yellow Phase</p>	<p>Director of Buildings &amp; Grounds</p>	<p>Cleaning products, cleaning supplies, electrostatic sprayers, masks, gloves. Disinfectant will be EPA approved for COVID-19</p>	<p>Yes</p>

- Classrooms and common areas will be ventilated with additional circulation of outdoor air when possible, using windows, classroom doors, and/or fans. Weather conditions will be a factor.
- Classroom Disinfecting Protocols  
When a Student is sent home with any virus symptoms
  1. The nurse notifies building secretary.
  2. The building secretary provides day custodian the room(s) that the student was in during that day.
  3. Day custodian disinfects all classroom spaces adjacent to the student desks. The students in the classroom will be relocated while the disinfecting is occurring.
- PM Disinfecting Protocols (areas used after school must be disinfected after the conclusion of the event)
- All restroom handles, doors, sinks are disinfected
- All door handles in the entire building are disinfected
- The office counter and other common areas (mailbox, copiers, etc.) are disinfected
- A cleaning log will be kept documenting the completion of tasks.
- Bus contractor will utilize a disinfectant to deep clean and sanitize buses twice daily; including bus seats, seatbacks, and handrails.

	<ul style="list-style-type: none"> <li>• Bus contractor will have a cleaning log that will be kept on the bus/vehicle documenting the completion of disinfectant tasks.</li> </ul>				
<p><b>Other cleaning, sanitizing, disinfecting, and ventilation practices</b></p>	<ul style="list-style-type: none"> <li>• Daily use of EPA approved for COVID-19 Spray Disinfectant</li> </ul>	<p>Action Steps in Green Phase are the same as Action Steps in Yellow Phase</p>			

## Social Distancing and Other Safety Protocols

### Key Questions

- How will classrooms/learning spaces be organized to mitigate spread?
- How will you group students with staff to limit the number of individuals who come into contact with each other throughout the school day?
- What policies and procedures will govern use of other communal spaces within the school building?
- How will you utilize outdoor space to help meet social distancing needs?
- What hygiene routines will be implemented throughout the school day?
- How will you adjust student transportation to meet social distancing requirements?
- What visitor and volunteer policies will you implement to mitigate spread?
- Will any of these social distancing and other safety protocols differ based on age and/or grade ranges?
- Which stakeholders will be trained on social distancing and other safety protocols? When and how will the training be provided? How will preparedness to implement as a result of the training be measured?

### Summary of Responses to Key Questions:

**Students will be spaced as far apart as feasibly allowable in the classrooms. In the Yellow Phase, communal spaces will be monitored for social distancing and mask use. In addition, hallway traffic will be limited with children spending reduced time outside of the classroom. Students will eat boxed lunches in the classroom and additional lunch periods and seating areas will be added to limit group sizes in the cafeteria. Students will be reminded of proper hygiene procedures and be encouraged to wash/sanitize hands at the beginning of the day and before and after lunch. Parents are encouraged to drive children to school in order to limit bus capacity to help increase social distancing where possible. Visitors will not be permitted during green or yellow. Recess and physical education classes will limit the types of activities to encourage social distancing and limit the use of shared equipment. No assemblies and/or grade level meetings will occur in yellow or in green.**

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<p><b>* Classroom/ learning space occupancy that allows for 6 feet of separation among students and staff throughout the day, to the maximum extent feasible</b></p>	<ul style="list-style-type: none"> <li>• Desks/tables in instructional spaces will be separated as far as possible from one another to allow for greater social distancing.</li> <li>• Desks/tables will remain facing forward so students are not sitting across from one another. In rare cases when students are facing each other, masks will be worn, and students will be separated as far as possible.</li> <li>• Students will be limited to one student out of class at a time whenever possible.</li> <li>• Elementary schedules will be as static as possible by having the same group of students with the same group of staff based on age and developmental level. Teachers move instead of students when possible. Specialists teach in the classroom when possible.</li> </ul>	<p>Action Steps in Green Phase are the same as Action Steps in Yellow Phase with the following exception:</p> <ul style="list-style-type: none"> <li>• Elementary specialist teachers will use their own space when appropriate and necessary.</li> </ul>	<p>Classroom teacher Paraprofessional Building administrator</p>		<p>Yes</p>

<p><b>* Restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms</b></p>	<ul style="list-style-type: none"> <li>• Students will be encouraged to use hand sanitizer, provided at stations within the cafeterias, prior to consuming food or beverages.</li> <li>• Students may eat in cafeteria. 6ft social distancing or more will be used at registers and tables and fewer students will be in the space at one time. Additional seating will be available in other locations throughout the building. Adults in these spaces must wear face masks.</li> <li>• Elementary students will eat lunch in classrooms. Boxed lunches will be provided to the students. Cafeteria may be used for additional space, but 6ft social distancing will be used</li> <li>• Students at either level may bring their lunch from home.</li> <li>• Parents /guardians will be encouraged to deposit funds using the on-line payment portal, avoiding the handling of cash and checks in the cafeterias.</li> <li>• Meal condiments will be limited and provided to students on the serving trays.</li> <li>• Student dining areas and cafeteria serving areas will be cleaned between lunch periods.</li> <li>• Menu options will be based off CDC and USDA guidelines.</li> <li>• Students will not be permitted to serve themselves for items such as fruit and/or vegetable selections. Cafeteria staff will serve students all meal components. Selection of fruits and vegetables will be limited.</li> </ul>	<p>Action Steps in the Green Phase are the same as Yellow Phase with the following exception:</p>	<p>Classroom teacher Paraprofessional Building administrator Director of Food Services</p>	<p>Additional trash cans, signage, social distancing stickers for flooring</p>	<p>Yes</p>
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Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<p><b>* Hygiene practices for students and staff including the manner and frequency of hand-washing and other best practices</b></p>	<ul style="list-style-type: none"> <li>• Handwashing/hand sanitizing routines encouraged: students will be reminded to wash hands and/or use hand sanitizer upon arrival, before, and after lunch.</li> <li>• Students will provide their own water bottles and use throughout the day. In locations that bottle fillers are available, they will remain accessible to students.</li> <li>• Disinfecting wipes available in the classrooms.</li> <li>• Discuss proper ways to limit exposure to COVID-19 (hand washing, social distancing, avoid touching eyes, face mouth, etc.)</li> <li>• Encourage handwashing strategies include washing with soap and water for at least 20 seconds, especially after going to the bathroom, before eating, after blowing your nose, coughing, or sneezing. If soap and water are not available and hands are not visibly dirty, use an alcohol-based hand sanitizer that contains at least 60% alcohol.</li> <li>• Hand Washing/Hand Sanitizing Protocols               <ol style="list-style-type: none"> <li>1. All elementary students will wash hands or sanitize in the classroom a minimum of 4x per day: arrival, before lunch, after lunch, dismissal.</li> </ol> </li> </ul>	<p>Action Steps in Green Phase are the exact same as Action Steps in Yellow Phase.</p>	<p>Classroom teacher Paraprofessional Building administrator</p>	<p>Hand sanitizer Soap Paper towels</p> <p>CDC - handwashing resources that include <a href="#">health promotion materials</a>, information on <a href="#">proper handwashing technique</a>, and <a href="#">tips for families to help children develop good handwashing habits</a>.</p>	<p>Yes</p>

	<p>2. All middle and high school students will use hand sanitizer when entering any new classroom space. Hand sanitizer will be located in all instructional spaces for staff and students.</p>				
<p><b>* Posting signs, in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs</b></p>	<ul style="list-style-type: none"> <li>• District and bus contractor will post signs at each building entrance, in the hallways, in vehicles, and in the classrooms related to proper hygiene practices and COVID symptoms check.</li> <li>• Signage and Messaging             <ol style="list-style-type: none"> <li>1. Handwashing signs will be posted in every bathroom and by classroom sinks (appropriate hand washing guidance)</li> <li>2. Visitor signage regarding entry, hand sanitizer, etc...</li> <li>3. The District website will continue to post information regarding COVID-19.</li> </ol> </li> </ul>	<p>Action Steps in Green Phase are the exact same as Action Steps in Yellow Phase.</p>	<p>Classroom teacher Building administrator Administrative assistant</p>	<p>All school buildings will be provided with signs which will include pictures Floor tape</p>	<p>Yes</p>

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<p><b>* Identifying and restricting non-essential visitors and volunteers</b></p>	<ul style="list-style-type: none"> <li>Volunteers and visitors will be restricted from entering the building. Visitors providing services to students from outside agencies are allowed to provide those services.</li> <li>No outside individuals renting facilities under Policy 707.</li> <li>Do not schedule large group activities including, but not limited to assemblies, concerts, and theater.</li> </ul>	<ul style="list-style-type: none"> <li>All visitors will have scheduled meetings as approved by the principal and will need to report to the main office and follow current standard operating procedures. All other visitors and volunteers will be restricted from entering the building.</li> <li>Community youth organizations can reserve outside facilities with approved social distancing procedures. Indoor facilities cannot be reserved at this time. (will revisit if the Governor changes indoor capacity guidelines)</li> <li>Limit large group activities such as extracurriculars in accordance with PIAA and PMEA Guidelines</li> <li>Ensure all large group activities including, but not limited to assemblies, concerts, and theater shows follow social distancing guidelines.</li> </ul>	<p>Building administrator Administrative assistant School Resource Officer</p>		<p>Yes</p>

<p><b>* Handling sporting activities for recess and physical education classes consistent with the CDC Considerations for Youth Sports</b></p>	<ul style="list-style-type: none"> <li>• No use of playground climbing equipment or swings during recess.</li> <li>• Ensure adequate playground equipment (balls, jump ropes, etc.) to limit the sharing of items or limit to one group of students at a time and teacher/recess aide disinfects between uses.</li> <li>• Recess will be scheduled throughout the day and supervised by the classroom teacher. Only one class will be in an assigned area of the playground at any given time.</li> <li>• No contact games or sports at recess.</li> <li>• PE teachers develop lessons that limit use of equipment and promote contactless activities.</li> <li>• PE classes are encouraged to be held outside to the greatest extent possible.</li> </ul>	<p>Action Steps in Green Phase are the exact same as Action Steps in Yellow Phase with the following exceptions:</p> <ul style="list-style-type: none"> <li>• Use of playground swings is allowed. Equipment will be sprayed or wiped at the end of the recess time.</li> <li>• Allow the use of shared equipment (balls, jump ropes, etc.) – each teacher/recess aide sanitizes equipment at end of recess.</li> <li>• Limit the use of PE equipment to one group of students at a time so that it can be cleaned and disinfected prior to be used again.</li> <li>• Physical Education will occur with maximum social distancing practices and will take place outside whenever feasible.</li> </ul>	<p>Classroom teacher Paraprofessional Building administrator</p>		<p>Yes</p>
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Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<b>Limiting the sharing of materials among students</b>	<ul style="list-style-type: none"> <li>• Communal/shared supplies will be limited including special area materials. When possible, students will use their own materials.</li> <li>• Ensure adequate supplies to minimize sharing of high touch materials to the extent possible or limit to one group of students at a time and disinfect in between use:               <ul style="list-style-type: none"> <li>• Textbooks that are shared</li> <li>• Technology</li> <li>• Art Supplies</li> <li>• PE Equipment</li> </ul> </li> <li>• Avoid using other employees' phones, desks, offices, or other work tools and equipment, when possible. Clean and disinfect them before and after use.</li> <li>• Disinfectant spray/wipes available in all common areas for employees so they can wipe down before and after use of equipment (copier, laminator, dye cuts, paper cutters, etc.)</li> <li>• When library books are checked back in, they will be held for 2 days until they are returned to the shelves.</li> </ul>	<p>Action Steps in Green Phase are the exact same as Action Steps in Yellow Phase.</p>	<p>Classroom teacher Paraprofessional Building administrator</p>	<p>Schools may need to purchase additional supplies for student use.</p>	<p>Yes</p>

<p><b>Staggering the use of communal spaces and hallways</b></p>	<ul style="list-style-type: none"> <li>• Students will have limited mobility outside of the classroom when possible. Hallway use will be restricted. This could include staggering dismissals between classes and at the end of the day to limit the amount of hallway traffic (call students by buses for dismissal).</li> <li>• Separate students to the maximum extent possible within common areas. <ul style="list-style-type: none"> <li>• Arrival</li> <li>• Dismissal Lines</li> <li>• Lunch</li> </ul> </li> <li>• Upon arrival, only 1-2 busses unload at a time to limit hallway traffic.</li> <li>• Pursue virtual group events, gatherings, or meetings, if possible, and promote social distancing of at least 6 feet between people if events are held.</li> </ul>	<p>Action Steps in Green Phase are the exact same as Action Steps in Yellow Phase.</p>			<p>Yes</p>
<p><b>Adjusting transportation schedules and practices to create social distance between students</b></p>	<ul style="list-style-type: none"> <li>• Extracurricular and Educational field trips will be cancelled.</li> <li>• Athletics will follow PIAA guidelines.</li> <li>• Weather permitting, roof hatches and windows will be opened to allow for the best ventilation.</li> </ul>	<p>Action Steps in Green Phase are the same as in Yellow Phase with the following exceptions:</p> <ul style="list-style-type: none"> <li>• Field trips will be reevaluated after October 1<sup>st</sup>. No field trips will be approved until this time.</li> <li>• Future field trips that require a refundable deposit may be scheduled through the normal approval process.</li> </ul>			

<p><b>Limiting the number of individuals in classrooms and other learning spaces, and interactions between groups of students</b></p>	<ul style="list-style-type: none"> <li>• Special area classroom teachers at the elementary level will provide instruction in a regular education teacher's classroom when appropriate.</li> <li>• Staff meetings and professional development will be delivered via small group or virtually (less than 25)</li> <li>• No assemblies.</li> <li>• Ensure that student and staff groupings are as static as possible by having the same group of children stay with the same staff to the greatest extent possible.</li> </ul>	<p>Action Steps in Green Phase are the same as in Yellow Phase with the following exceptions:</p> <ul style="list-style-type: none"> <li>• Staff meetings and professional development are delivered in person with social distancing protocol followed (6 feet of space and masks).</li> <li>• Elementary students may travel to specialist teacher classrooms when appropriate and possible at the discretion of the specialist and elementary teacher.</li> </ul>	<p>Classroom teacher Paraprofessional Building administrator</p>	<p>Hand sanitizer</p>	<p>Yes</p>
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Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<b>Coordinating with local childcare regarding on site care, transportation protocol changes and, when possible, revised hours of operation or modified school-year calendars</b>	<ul style="list-style-type: none"> <li>District will inform families when changing from one phase to another.</li> </ul>	Action Steps in Yellow Phase are the exact same as in Green Phase.			
<b>Other social distancing and safety practices</b>	<ul style="list-style-type: none"> <li>Installing Sneeze-Guards in Main Offices and Cafeteria P.O.S. Areas</li> </ul>	Action Steps in Yellow Phase are the exact same as in Green Phase.	Maintenance	Plexiglass for sneeze guards	No

## Monitoring Student and Staff Health

### Key Questions

- How will you monitor students, staff, and others who interact with each other to ensure they are healthy and not exhibiting signs of illness?
- Where, to whom, when, and how frequently will the monitoring take place (e.g. parent or child report from home or upon arrival to school)?
- What is the policy for quarantine or isolation if a staff, student, or other member of the school community becomes ill or has been exposed to an individual confirmed positive for COVID-19?
- Which staff will be responsible for making decisions regarding quarantine or isolation requirements of staff or students?
- What conditions will a staff or student confirmed to have COVID-19 need to meet to safely return to school? How will you accommodate staff who are unable to uncomfortable to return?
- How will you determine which students are willing/able to return? How will you accommodate students who are unable or uncomfortable to return?

- When and how will families be notified of confirmed staff or student illness or exposure and resulting changes to the local Health and Safety Plan?
- Which stakeholders will be trained on protocols for monitoring student and staff health? When and how will the training be provided? How will preparedness to implement as a result of the training be measured?

**Summary of Responses to Key Questions: Staff and students will perform self-checks each day to determine if they have symptoms related to COVID-19. In the event a staff member or a student has symptoms, will follow the CDC procedures for returning to work or school. If someone appears or becomes sick while in school, the school nurse will conduct a screening. For individuals who have confirmed cases, they will be readmitted after they are cleared by their physician with a medical note and the following conditions have been met:**

- **Students/staff are required to be fever free, off fever reducing medications for the previous 72 hours and at least 10 calendar days have passed since symptoms first appeared.**
- **Students/staff are required to have improving symptoms.**
- **Provision of results of a negative COVID19 test may be requested.**

**Students that do not have a confirmed case will follow the CDC procedures for returning to school. If a student is unable to attend school due to issues related to COVID-19, accommodations may be made to make up work as necessary. For students that are uncomfortable returning to the building during this time, they will be given the choice to attend classes virtually or enroll in our online virtual academy, V3, at the beginning of the school year. Parents and guardians will be provided with information related to the opening of schools and the restrictions imposed in each phase through letters and emails sent through SchoolMessenger. Staff will be trained prior to the first student day on the expectations and new practices needed in yellow and Green Phases.**

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<p><b>* Monitoring students and staff for symptoms and history of exposure</b></p>	<ul style="list-style-type: none"> <li>The bus contractor will require employees to self-report symptoms prior to beginning the day and report if they become symptomatic during the day.</li> <li>The district will require employees to self-report symptoms prior to beginning the day and report to the nurse if they become symptomatic during the day.</li> </ul>	<p>Action Steps in Green Phase are the exact same as Action Steps in Yellow Phase.</p>			
<p><b>* Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure</b></p>	<ul style="list-style-type: none"> <li>Individuals showing symptoms will be isolated and monitored in the health office/isolation area.</li> <li>To cut down on visitors in and out of buildings, IEP/504 Plan/ Evaluation meetings will be held virtually or via a phone conference. Arrangements will be made for parents who do not have reliable Internet services.</li> <li>School team members have the option to meet in the</li> </ul>	<p>Action Steps are the same in Green Phase as in Yellow Phase with the following exception:</p> <ul style="list-style-type: none"> <li>For IEP/504 Plan/Evaluation meetings, parents will have the option of coming into the building to meet only if social distancing protocol can be maintained and followed.</li> </ul>	<p>Director of building and grounds</p>	<p>Isolation area. Proper disinfection of space and places of contact.</p>	<p>Yes</p>

	<p>conference room if social distancing guidelines can be followed or team members will participate in a virtual fashion.</p> <ul style="list-style-type: none"><li>• Should a student become symptomatic while riding school transportation, student will be isolated to the greatest extent possible. The driver will notify the school office with student name and ETA.</li></ul>				
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Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<p><b>* Returning isolated or quarantined staff, students, or visitors to school</b></p>	<ul style="list-style-type: none"> <li>Students/staff are required to provide either a note from their physician clearing them to return to work/school, or a negative COVID-19 test result or be fever free, off fever reducing medications for the previous 72 hours and at least 10 days have passed since symptoms first appeared.</li> </ul>	<p>Action Steps in Green Phase are the exact same as Action Steps in Yellow Phase.</p>			
<p><b>Notifying staff, families, and the public of school closures and within-school-year changes in safety protocols</b></p>	<ul style="list-style-type: none"> <li>Use of district communication tools (i.e. website, phone calls, texts, etc.)</li> </ul>	<p>Action Steps in Green Phase are the exact same as Action Steps in Yellow Phase.</p>			

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<b>Other monitoring and screening practices</b>	<ul style="list-style-type: none"> <li>All students/staff who appear ill or are exhibiting symptoms will be assessed by the staff/school nurse.</li> <li>Universal symptoms to look for are fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion/runny nose, nausea or vomiting, diarrhea.</li> <li>For known or suspected COVID19 cases, local health officials will be notified for further instruction.</li> <li>NLSD will receive communication from the PA DOH when to notify staff and families of an exposure or confirmed case.</li> </ul>	Action Steps in Green Phase are the exact same as Action Steps in Yellow Phase.			

**Other Considerations for Students and Staff**

## **Key Questions**

- What is the local policy/procedure regarding face coverings for staff? What is the policy/procedure for students?
- What special protocols will you implement to protect students and staff at higher risk for severe illness?
- How will you ensure enough substitute teachers are prepared in the event of staff illness?
- How will the LEA strategically deploy instructional and non-instructional staff to ensure all students have access to quality learning opportunities, as well as supports for social emotional wellness at school and at home?

**Summary of Responses to Key Questions: Procedures will be implemented to have masks or face shields available and required for staff and/or students. Students and staff at higher risks will be required to complete self-checks and to remain home if not feeling well. Attendance policies for students will be adapted in particular situations. The school district will work with local substitute teacher agency to secure substitutes as needed. Support staff in the district will be available to assist students whether in school or remotely. Counselors, home school visitors, and nurses will be able to contact families remotely should as child need additional supports if learning in a virtual environment.**

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<p><b>* Protecting students and staff at higher risk for severe illness</b></p>	<ul style="list-style-type: none"> <li>• As needed monitoring in the health office for anyone who appears or becomes ill at school:</li> <li>• Ask COVID19 screening questions: History of exposure to suspected or confirmed COVID19? Temperature greater than 100.4? Cough, shortness of breath, sore throat, stomachache, headache, rash, loss of appetite, smell and/or taste?</li> <li>• Advise daily self-monitoring of students and staff prior to coming to school.</li> <li>• Require staff to stay home if they are sick and require parents to keep sick children home.</li> <li>• Discontinue the use of perfect attendance awards and incentives</li> <li>• Utilize available provisions for absences for students and staff.</li> <li>• Staff will be able to utilize provisions under FMLA or the FFCRA to take leave if they or a family member becomes</li> </ul>	<p>Action Steps in Green Phase are the exact same as Action Steps in Yellow Phase.</p>			



	<p>ill.</p> <ul style="list-style-type: none"><li>• Bus contractor will monitor employees for illness.</li></ul>				
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Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<p><b>* Use of face coverings (masks or face shields) by all staff</b></p>	<ul style="list-style-type: none"> <li>Shields or clear face masks should be considered when staff are working with students in language programs (ie. speech and language, verbal program).</li> <li>Shields or clear face masks should be considered for staff when working with students on verbal language in the AS and LSS classrooms (time limited).</li> <li>All staff are required to wear a face covering with students in the same room, working within 6 feet of another person, or when in common areas such as hallways, office settings, etc....</li> </ul>	<p>Action Steps in Green Phase are the exact same as Action Steps in Yellow Phase.</p>	<p>Building administrator</p> <p>School Nurse</p>		
<p><b>* Use of face coverings (masks or face shields) by students (as appropriate)</b></p>	<ul style="list-style-type: none"> <li>Required as per state guidelines.</li> <li>Mask breaks will be given a minimum of 2 times per day either outside or in a designated area of the room where 6 feet of distancing can be obtained.</li> <li>Consider creating social stories for mask wearing for students with IEPs/504s</li> </ul>	<p>Action Steps in Green Phase are the exact same as Action Steps in Yellow Phase.</p>	<p>Building administrator</p> <p>School Nurse</p>		
<p><b>Unique safety protocols for students with complex needs or other vulnerable individuals</b></p>	<ul style="list-style-type: none"> <li>IEPs or 504 Service Plans in collaboration with medical plans to provide health and safety provisions for students with complex needs/vulnerable individuals. <ul style="list-style-type: none"> <li>Case managers review IEPs with support of school nurses to determine who needs an individualized plan in August</li> <li>Individual plans for students at risk/medically fragile based on IEP/504 and</li> </ul> </li> </ul>	<p>Action Steps in Green Phase are the exact same as Action Steps in Yellow Phase.</p>			

	<p>medical team recommendations and parent request</p> <ul style="list-style-type: none"><li>• Doctor's notes and recommendations required</li><li>• Extra precautions in low incidence programs (AS, MDS, SFLS, LSS) including increased ventilation through the use of the HVAC system.</li><li>• Servicing students in low incidence programs can be problematic due to, but not limited to, students with medical concerns, students not understanding the importance of wearing a mask, students unable to wear a mask due to medical reasons, students unable to maintain proper social distance, students requiring hand-over-hand instruction and support, students requiring assistance with feeding or toileting.</li><li>• For these reasons, extra precautions will be implemented. These precautions include:<ul style="list-style-type: none"><li>• If a sink is available in the classroom, staff should thoroughly wash hands immediately before and after working with a student.</li><li>• Avoid the use of communal objects for student reinforcement. If such objects are used with multiple students, each object should be disinfected immediately before and after student use.</li><li>• Personal student iPads/AAC devices should be disinfected each time a student enters or exits the classroom.</li></ul></li><li>• The district's feeding protocol</li></ul>				
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	<p>should be followed when feeding students. Staff should wear gloves when feeding students.</p> <ul style="list-style-type: none"> <li>• Bathrooms and changing tables should be disinfected before and after student use. Limit students to one at a time. Students should be assisted with hand-washing.</li> <li>• Students should be encouraged not to touch walls and fixtures when in hallways.</li> <li>• Social stories and educational reminders about the importance of following safety protocols (ie. masks, 6-feet apart) for low incidence and other identified vulnerable populations.</li> <li>• Scheduled bathroom cleanings for bathrooms in classroom to match hallway bathrooms.</li> </ul>				
<p><b>Strategic deployment of staff</b></p>	<ul style="list-style-type: none"> <li>• Identify critical job functions and positions, and plan for alternative coverage by cross-training staff.</li> </ul>	<p>Action Steps in Green Phase are the exact same as Yellow Phase.</p>			

## Health and Safety Plan Professional Development

The success of your plan for a healthy and safe reopening requires all stakeholders to be prepared with the necessary knowledge and skills to implement the plan as intended. For each item that requires professional development, document the following components of your professional learning plan.

- **Topic:** List the content on which the professional development will focus.
- **Audience:** List the stakeholder group(s) who will participate in the professional learning activity.
- **Lead Person and Position:** List the person or organization that will provide the professional learning.
- **Session Format:** List the strategy/format that will be utilized to facilitate participant learning.
- **Materials, Resources, and or Supports Needed:** List any materials, resources, or support required to implement the requirement.
- **Start Date:** Enter the date on which the first professional learning activity for the topic will be offered.
- **Completion Date:** Enter the date on which the last professional learning activity for the topic will be offered.

Topic	Audience	Lead Person and Position	Session Format	Materials, Resources, and or Supports Needed	Start Date	Completion Date
<b>School cleaning/disinfecting procedures</b>	Custodial, Grounds, and Maintenance Staff	Mason Brehm, Director of Buildings and Grounds	Live	Consultation with cleaning product vendor	February, 2020	On going
<b>Building procedures related to COVID safety</b>	Teachers and Classified Staff	Each building principal	Live and Email	Consultation with the School Nurses and Director of Buildings and Grounds	August, 2020	On going
<b>Self-check/Reporting</b>	All Employees	Employee supervisor	Live and Email	Consultation with district cabinet on the reporting procedures	March, 2020	On going
<b>Hygiene</b>	Students	Teachers	Live and Signage	Programmatic recommendations from the school nurses as recommended by CDC	August, 2020	On going

## Health and Safety Plan Communications

Timely and effective family and caregiver communication about health and safety protocols and schedules will be critical. Schools should be particularly mindful that frequent communications are accessible in non-English languages and to all caregivers (this is particularly important for children residing with grandparents or other kin or foster caregivers). Additionally, LEAs should establish and maintain ongoing communication with local and state authorities to determine current mitigation levels in your community.

Topic	Audience	Lead Person and Position	Mode of Communications	Start Date	Completion Date
<b>Process for symptom checking/monitoring</b>	Parents/guardians		SchoolMessenger/website		
<b>Process for symptom checking/monitoring</b>	Employees		Email/staff training		
<b>Hygiene guidelines</b>	Parents/guardians		SchoolMessenger/website		
<b>Hygiene guidelines</b>	Employees		Email/staff training		
<b>Process for cleaning</b>	Parents/guardians		SchoolMessenger/website		
<b>Protecting high risk students</b>	Parents/guardians		SchoolMessenger/website		
<b>Process for quarantine/isolation of students</b>	Parents/guardians		SchoolMessenger/website		
<b>Process for quarantine/isolation of staff</b>	Employees		Email/staff training		

## Health and Safety Plan Summary: Northern Lebanon School District

Anticipated Launch Date: **August 11, 2020**

Use these summary tables to provide your local education community with a detailed overview of your Health and Safety Plan. LEAs are required to post this summary on their website. To complete the summary, copy and paste the domain summaries from the Health and Safety Plan tables above. **\*All information contained within plan is subject to change based on guidance, recommendations and/or mandates from state and/or federal government agencies.**

### Facilities Cleaning, Sanitizing, Disinfecting and Ventilation

Requirement(s)	Strategies, Policies and Procedures
<b>* Cleaning, sanitizing, disinfecting, and ventilating learning spaces, surfaces, and any other areas used by students (i.e., restrooms, drinking fountains, hallways, and transportation)</b>	<p>Daily cleaning and disinfecting of furniture, high touch surfaces (door knobs, handrails, etc.), restrooms, hallways, and instructional spaces.</p> <p>Turn off water fountains. Water bottle fills will be kept on if available.</p> <p>Hand sanitizer available in all instructional spaces and office areas.</p> <p>Clean and disinfect classroom desks and tables with each new group of students.</p> <p>Bus contractor will utilize a disinfectant to deep clean and sanitize busses twice daily including bus seats, seatbacks, and handrails.</p> <p>Bus contractor will have a cleaning log that will be kept on the bus/vehicle documenting the completion of disinfectant tasks</p> <p>Classrooms and common areas will be ventilated with additional circulation of outdoor air when possible, using windows, doors, and/or fans (weather permitting). Teachers open classroom windows at the close of the day and custodians close them after cleaning.</p>

### Social Distancing and Other Safety Protocols

Requirement(s)	Strategies, Policies and Procedures
<p><b>* Classroom/learning space occupancy that allows for 6 feet of separation among students and staff throughout the day, to the maximum extent feasible</b></p>	<p>Desks/tables in instructional spaces will be separated as far as possible from one another to allow for greater social distancing where possible.</p> <p>Desks/tables will remain facing forward so students are not sitting across from one another.</p> <p>Students will be limited to one student out of class at a time whenever possible.</p>
<p><b>* Restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms</b></p>	<p>Students may eat in cafeteria. 6ft social distancing or more will be used at registers and tables and fewer students will be in the space at one time. Additional seating will be available in other locations throughout the building. Adults in these spaces must wear face masks.</p> <p>Elementary students will eat lunch in classrooms. Boxed lunches will be provided to the students. Cafeteria may be used for additional space, but 6ft social distancing will be used.</p> <p>Additional lunch periods may be added to the schedule to reduce the number of students in the communal space at any given time.</p> <p>Menu options will be based off CDC and USDA guidelines.</p>
<p><b>* Hygiene practices for students and staff including the manner and frequency of hand-washing and other best practices</b></p>	<p>Handwashing/hand sanitizing routines encouraged: Students will be reminded by staff to wash hands and/or use hand sanitizer upon arrival, before and after lunch.</p> <p>Disinfecting wipes available in the classrooms.</p> <p>Discuss proper ways to limit exposure to COVID-19 (hand washing, social distancing, avoid touching eyes, face mouth, etc.)</p>



Requirement(s)	Strategies, Policies and Procedures
<p><b>* Posting signs, in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs</b></p> <p><b>* Handling sporting activities consistent with the <a href="#">CDC Considerations for Youth Sports</a> for recess and physical education classes</b></p>	<p>District and bus contractor will post signs at each building entrance, in the hallways, and in the classrooms related to proper hygiene practices and COVID symptoms check.</p> <p>In Yellow Phase: No use of playground climbing equipment or swings during recess.</p> <p>Ensure adequate playground equipment (balls, jump ropes, etc.) to limit the sharing of items or limit to one group of students at a time and teacher/recess aide disinfects between uses.</p> <p>Recess will be scheduled throughout the day and supervised by the classroom teacher. Only one class will be in an assigned area of the playground at any given time.</p> <p>No contact games or sports.</p> <p>PE teachers develop lessons that limit use of equipment and promote contactless activities.</p> <p>In Green Phase: Consider allowing use of playground climbing equipment and swings when feasible and allow for proper cleaning on a regular basis.</p>

Requirement(s)	Strategies, Policies and Procedures
<p><b>Limiting the sharing of materials among students</b></p>	<p>PE teachers develop lessons that limit use of equipment and promote contactless activities.</p> <p>Physical Education will occur with maximizing social distancing and will take place outside whenever feasible.</p> <p>Communal/shared supplies will be limited including special area materials. When needed, students will use their own materials.</p> <p>When library books are checked back in, they will be held for 2 days until they are returned to the shelves.</p>
<p><b>Staggering the use of communal spaces and hallways</b></p>	<p>Students will have limited mobility outside of the classroom when possible. Hallway use will be restricted. This could include staggering dismissals and transitions between classes and at the end of the day to limit the amount of hallway traffic (call students by busses for dismissal).</p>
<p><b>Adjusting transportation schedules and practices to create social distance between students</b></p>	<p>Extracurricular and Educational field trips will be cancelled until October 1st. Trips will be reevaluated beginning October 1<sup>st</sup>.</p> <p>Athletics will follow PIAA guidelines.</p> <p>Roof hatches and windows will be opened when no students are on board to allow for the best ventilation.</p>

**Limiting the number of individuals in classrooms and other learning spaces, and interactions between groups of students**

In Yellow Phase:  
Special area classroom teachers at the elementary level will provide instruction in a regular education teacher's classroom when appropriate.

Staff meetings and professional development will be delivered via small group or virtually (less than 25)

No assemblies.

Ensure that student and staff groupings are as static as possible by having the same group of children stay with the same staff.

In Green Phase:  
Specials teachers have the option of teaching in their own spaces when possible and appropriate at the discretion of the specialist and classroom teacher.

Requirement(s)	Strategies, Policies and Procedures
<p><b>Coordinating with local childcare regarding on site care, transportation protocol changes and, when possible, revised hours of operation or modified school-year calendars</b></p>	<p>District will inform families when changing from one phase to another.</p>
<p><b>Other social distancing and safety practices</b></p>	<p>Installing Sneeze-Guards in Main Offices and Cafeteria P.O.S. areas.</p>

## Monitoring Student and Staff Health

Requirement(s)	Strategies, Policies and Procedures
<p><b>* Monitoring students and staff for symptoms and history of exposure</b></p>	<p>The district will require employees to self-report symptoms prior to beginning the day and report to the nurse if they become symptomatic during the day.</p> <p>Individuals will be isolated and monitored in the health office/isolation area.</p> <p>Should a student become symptomatic while riding school transportation, student will be isolated to the best extent possible. The driver will notify the school office with student name and ETA.</p>
<p><b>* Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure</b></p>	<p>Individuals will be isolated and monitored in the health office/isolation area.</p>

Requirement(s)	Strategies, Policies and Procedures
<p><b>* Returning isolated or quarantined staff, students, or visitors to school</b></p>	<p>Students will be readmitted after they are cleared by their physician with a medical note.</p> <p>Students/staff are required to be fever free, off of fever reducing medications for the previous 72 hours and at least 10 days have passed since symptoms first appeared or with results of a negative COVID-19 test result.</p>
<p><b>Notifying staff, families, and the public of school closures and within-school- year changes in safety protocols</b></p>	<p>Use of district communication tools (i.e. website, phone calls, texts, etc.)</p>

### Other Considerations for Students and Staff

Requirement(s)	Strategies, Policies and Procedures
<p><b>* Protecting students and staff at higher risk for severe illness</b></p>	<p>As needed monitoring in the health office for anyone who appears or becomes ill at school:</p> <p>Ask COVID19 screening questions: History of exposure to suspected or confirmed COVID19? Temperature greater than 100.4 Cough, shortness of breath, sore throat, stomachache, headache, rash, loss of appetite, smell and/or taste?</p> <p>Advise daily self-monitoring of students and staff prior to coming to school.</p> <p>Designate person for staff to share concerns within a confidential manner.</p> <p>Require staff to stay home if they are sick and require parents to keep sick children home.</p> <p>Utilize available provisions for absences for students and staff.</p> <p>Bus contractor will monitor employees for illness.</p>

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Requirement(s)	Strategies, Policies and Procedures
<p><b>* Use of face coverings (masks or face shields) by all staff</b></p>	<p>Required as per state guidelines.</p> <p>Shields or clear face masks should be considered when staff are working with students in language programs (ie. speech and language, verbal program).</p> <p>Shields or clear face masks should be considered for staff when working with students on verbal language in the AS and LSS classrooms (time limited).</p>
<p><b>* Use of face coverings (masks or face shields) by older students (as appropriate)</b></p>	<p>Consider providing mask breaks throughout the daily schedule All staff are required to wear a mask while working within 6 feet of another person or when in common areas such as hallways, office settings, etc..</p>
<p><b>* Unique safety protocols for students with complex needs or other vulnerable individuals</b></p>	<p>IEPs or 504 Service Plans in collaboration with medical plans to provide health and safety provisions for students with complex needs/vulnerable individuals.</p> <ul style="list-style-type: none"> <li>• Case managers review IEPs with support of school nurses to determine who needs an individualized plan in August</li> <li>• Individual plans for students at risk/medically fragile based on IEP/504 and medical team recommendations and parent request</li> </ul> <p>Extra precautions in low incidence programs (AS, MDS, SFLS, LSS).</p> <p>Servicing students in low incidence programs can be problematic due to, but not limited to, students with medical concerns, students not understanding the importance of wearing a mask, students unable to maintain proper social distance, students requiring hand-over-hand instruction and support, students requiring assistance with feeding or toileting.</p> <p>For these reasons, extra precautions will be implemented. These precautions include:</p>

If a sink is available in the classroom, staff should thoroughly wash hands immediately before and after working with a student.

Avoid the use of communal objects for student reinforcement. If such objects are used with multiple students, each object should be disinfected immediately before and after student use.

Personal student iPads/AAC devices should be disinfected each time a student enters or exits the classroom.

The district's feeding protocol should be followed when feeding students. Staff should wear gloves when feeding students.

Bathrooms and changing tables should be disinfected before and after student use. Limit students to one at a time. Students should be assisted with hand-washing.

Students should be encouraged not to touch walls and fixtures when in hallways.

Social stories and educational reminders about the importance of following safety protocols (ie. masks, 6-feet apart) for low incidence and other identified vulnerable populations.

Scheduled bathroom cleanings for bathrooms in classroom to match hallway bathrooms.

Identify critical job functions and positions, and plan for alternative coverage by cross-training staff

### **Strategic deployment of staff**



## Health and Safety Plan Governing Body Affirmation Statement

The Board of Directors/Trustees for **Northern Lebanon School District** reviewed and approved the Phased School Reopening Health and Safety Plan on **August 11, 2020**.

The plan was approved by a vote of:

\_\_\_\_\_ **Yes**

\_\_\_\_\_ **No**

Affirmed on: **August 11, 2020**.

By:

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*(Signature\* of Board President)*

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*(Print Name of Board President)*

\*Electronic signatures on this document are acceptable using one of the two methods detailed below.

**Option A:** The use of actual signatures is encouraged whenever possible. This method requires that the document be printed, signed, scanned, and then submitted.

**Option B:** If printing and scanning are not possible, add an electronic signature using the resident Microsoft Office product signature option, which is free to everyone, no installation or purchase needed.